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ABSTRACT

Each spring the Comprehensive Tests of Basic Skills (CTBS) are administered to grades 5, 8, and 11 throughout New Mexico as part of the State Department of Education mandated assessment program. This report contains information regarding Albuquerque Public Schools' results on the 1982 CTBS. A new form of the CTBS was selected for testing fifth and eighth grade students. It includes ten subtests: vocabulary, reading comprehension, language mechanics, language expression, math computation, math concepts and applications, spelling, reference skills, science, and social studies. The new test (Form U) reflects nationwide curriculum trends of the 1980's and is not directly comparable to the CTBS, Form S which 11th grade students used. The following data are reported: average percentile scores for each grade for each subtest; the percentage-correct scores for each grade for each skill measured, in comparison with the national norm group; the number and percent of students in each percentile range; and the percent of students below average, and above average, by school. (CM)

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C.T.B.S. TESTING

SPRING 1982

DISTRICT REPORT

ALBUQUERQUE PUBLIC SCHOOLS

GRADES 5, 8, and 11

Gr. 2

Gr. 3

725 University S.E.
Albuquerque, New Mexico 87106

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Prepared by:
SANDRA O'NEAL, District Coordinator of Testing

September, 1982

ALBUQUERQUE PUBLIC SCHOOLS

CTBS TESTING / 1981-82

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SUMMARY

Each spring the Comprehensive Tests of Basic Skills (CTBS) is administered to grades 5, 8, and 11 throughout New Mexico as part of the State Department of Education mandated assessment program. This report contains information regarding APS results on the 1982 CTBS, a standardized, norm-referenced achievement test. Various kinds of specific test data used throughout the Albuquerque Public Schools as input to the basic instructional program are reviewed throughout this booklet.

It is important to note that the State Department of Education selected an entirely new form of the CTBS for testing fifth and eighth grade students in 1982. The new test, called Form U, reflects curriculum of the 1980's, has all new items and is not directly comparable to the CTBS, Form S that has been given in APS over the past several years. Students in grade 11 took the Form S test since the new Form U is being phased in.

The data show that:

1. Test scores for each grade level tested are within the average range, (from the 40th to the 60th percentile) on every subtest when compared to the national norm group.

2. Scores for APS students in grades 5 and 8 are shown on graphs with only 1982 data because results on the new form are not educationally comparable to Form S information.

    - Fifth Grade students did very well in subtests that measured math computation and math concepts and applications.

    - Eighth grade students showed best performance in math concepts and applications and language expression.

3. Since 11th graders took CTBS, Form S a three year comparison is shown.

    - Eleventh grade students demonstrated improvement in most subtests. Slight drops in scores occurred in math applications and science.

4. CTBS subtests on both the new and old test forms measure several academic skills in each content area. School personnel examine the skills analysis data to determine the degree to which students have mastered academic skills taught as measured by the tests. *APS fifth grade students scored as well as or better than the national norm group in 51 out of 52 skill areas. Eighth graders scored higher than or equal to the national norm group in 53 out of 55 skill areas, while eleventh graders scored above the national norm group in 24 out of 31 skill areas.*

5. An examination of the number and percentage of students scoring in each of the four percentile range distributions reveals a general trend showing more APS students in the higher percentile score ranges. In most subtests at grades 5, 8, and 11, more than half the APS students score above the national median.

6. School by school information shows the percentage of students scoring in the below average, average, and above average ranges in major content areas measured by the CTBS. Student attendance and mobility rates for each school are included because these factors may have an impact on group performance for each school.

ACKNOWLEDGEMENT

Instructional Research, Testing, and Evaluation wishes to thank APS Data Services for their professional cooperation and high quality service in scoring the CTBS, Form U for fifth and eighth grades.

COMPREHENSIVE TESTS OF BASIC SKILLS

General Information

The state-mandated Comprehensive Tests of Basic Skills Battery is administered to 5th, 8th, and 11th grade students throughout the state of New Mexico each spring. In Albuquerque Public Schools, students who speak little or no English and students who are enrolled in self-contained special education classes may be exempt from this state-mandated testing.

During the spring 1982 testing 5th and 8th grade students were tested with CTBS Form U, a completely new version of the test, while 11th grade students were tested with Form S which has been used in New Mexico since spring 1976. The New Mexico State Department of Education selected CTBS Form U because it was based on current nationwide trends in curriculum. Standardization and norming studies for CTBS Form U were conducted in fall of 1980 and spring 1981. In accordance with the state department design, this was the last year for 11th grade to test with Form S.

The CTBS Form U test batteries divide the three basic skill areas of Reading, Language, and Mathematics into six subtests: Reading Vocabulary, Reading Comprehension, Language Mechanics, Language Expression, Mathematics Computation, and Mathematics Concepts and Applications. A Total Battery score is derived from these subtests. Spelling, Reference Skills, Science, and Social Studies tests are administered as separate subtests and not included in the Total Battery score.

The test items are categorized in one of four process classifications: recall, explicit information skills, inferential reasoning, and evaluation. The classification system based in part on Bloom's taxonomy was designed to aid teachers in determining major strengths and weaknesses in instructional objectives and content terms.

The CTBS Form U Subtests and What They Measure

READING

A. Vocabulary

The reading vocabulary test consists of same meaning words, multimeaning words, unfamiliar words in context and the meaning of affixes. The student's task is to choose the synonym for the underlined word in each phrase or sentence.

8

9

READING (continued)

B. Reading Comprehension

The items on the Reading Comprehension test are based on several reading selections. Some reading passages portray feelings and situations universally experienced by young people; other passages present enriching informative material.

At all levels the test measures specific skills in both literal and critical comprehension. Items test the student's ability to extract details, analyze characters, identify main ideas, and draw conclusions from passages. The test measures the ability to differentiate between writing techniques and between forms of writing.

SPELLING

Items on the Spelling Test measure applications of spelling rules for consonants, vowels, and various structural forms. Material is presented in the context of sentences with a missing word. The student identifies the correct spelling of the word that would complete the sentence.

The rationale for this item format is threefold:

1. Spelling words are taught in a meaningful context.
2. Recognition of a spelling error is a skill that a student would apply to proofreading his own written material.
3. Homonyms and other easily confused words represent important content in a spelling program, but can be tested only in the context of a sentence.

The misspellings in this test are common among students. The words included in each level of the spelling test were carefully selected to represent spelling rules widely taught at that level. From the student's wrong responses, the teacher can determine which rules the student needs to master.

LANGUAGE

A. Language Mechanics

This test measures punctuation and capitalization skills. The skills are presented in discrete sentences or passages. Editing skills are also tested.

LANGUAGE (continued)

B. Language Expression

The Language Expression Test contains items that measure skills in language usage and sentence structure. The items measure skills in the use of various parts of speech, formation and organization of sentences and paragraphs, writing for clarity, and the appropriate use of various writing styles. All items in the test are based on rules of standard written English.

MATHEMATICS

A. Mathematics Computation

This test consists of items in addition, subtraction, multiplication, and division. Depending on the level of the test, there are items in each section dealing with whole numbers, fractions, decimals, integers, algebraic expressions, exponents, and per cents.

B. Mathematics Concepts and Applications

The Mathematics Concepts and Applications test measures the student's understanding of math concepts. Specific skills include numeration, number sentences, number theory, problem solving, measurement, and geometry. This test also measures the student's ability to select and carry out problem solving operations.

REFERENCE SKILLS

The Reference Skills Test measures the ability to find and use reference materials and to follow library procedures. Item content is related to parts of books, dictionary use, library skills and consumer skills. This test assumes that the student has had a library available and has received instruction in its use.

SCIENCE

The Science Test assesses the student's ability to investigate problems in science and, to a lesser degree, to recall scientific facts or concepts. Investigative skills measured are the abilities to classify objects of phenomena, measure or quantify data, recognize a trend in data, predict outcomes, recognize methods of

inquiry, and analyze an experimental design. The student demonstrates these skills by interacting with data presented in charts, diagrams, drawings, graphs, and written passages. The items are distributed across the various content areas of botany, zoology, ecology, physics, chemistry and land, sea, or space science.

SOCIAL STUDIES

The Social Studies items measure the student's grasp of concepts, generalizations, and inquiry skills necessary for effective problem solving in social studies. These skills are tested in settings drawn from six content areas: geography, economics, history, political science, sociology and interdisciplinary studies. The student is required to recall specific information, to read maps and other graphic material, to interpret verbal material, to distinguish fact from opinion, and to employ formal logic in problem solving.

IMPORTANT

The CTBS Form U is a completely new test designed with current curriculum applications reflected in item development and a different statistical approach incorporated in scoring techniques. Form U data cannot be compared to any previous CTBS testing results. For this reason fifth and eighth grade materials show results for spring 1982 only.

COMPOSITION OF CTBS BATTERY

Grades 5 and 8 - Form U
Grade 11 - Form S

Content Area	Subtests	Number of Items by Grades 5 and 8 Form U	Number of Items by Grades 11 Form S
Reading	Test 1 - Reading Vocabulary	45	40
	Test 2 - Reading Comprehension	45	45
Spelling	Test 3 - Spelling*	30	30
Language	Test 4 - Language Mechanics	30	20
	Test 5 - Language Expression	45	35
Mathematics	Test 6 - Mathematics Computation	40	48
	Test 7 - Mathematics Concepts & Applications	45	50
Reference Skills	Test 8 - Reference Skills	20	20
Science	Test 9 - Science	40	40
Social Studies	Test 10 - Social Studies	40	30

* Form S used by eleventh grade combines the Spelling subtest with Language Mechanics and Language Expression to give a total Language score. On the new Form U test Spelling is a completely separate subtest and category not included in any subtotals or the Battery Total.

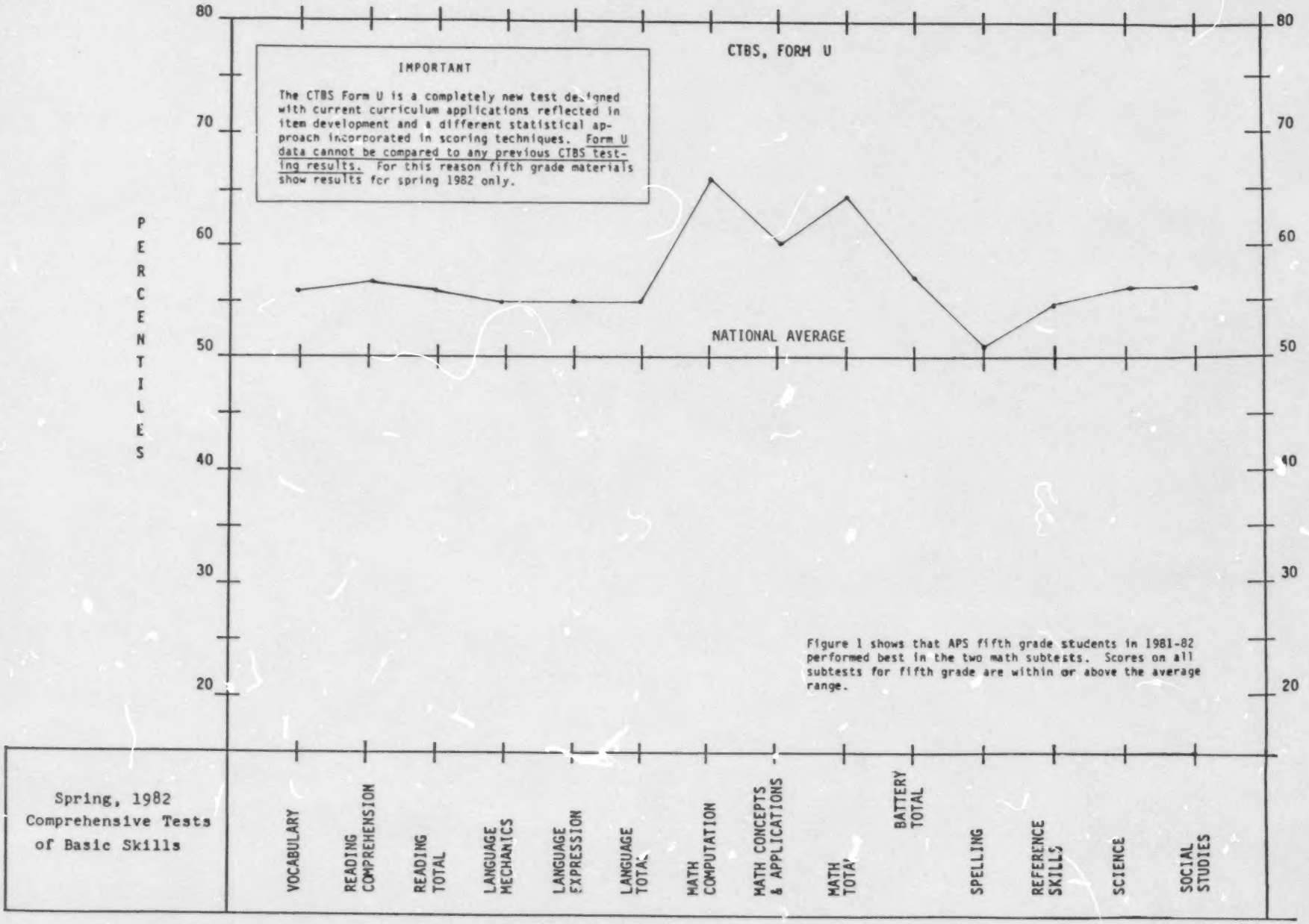
CTBS, FORM U
IMPORTANT
The CTBS Form U is a completely new test designed with current curriculum applications reflected in item development and a different statistical approach incorporated in scoring techniques. Form U data cannot be compared to any previous CTBS testing results. For this reason fifth grade materials show results for spring 1982 only.
PERCENTILES
80
70
60
50
40
30
20
NATIONAL AVERAGE
Figure 1 shows that APS fifth grade students in 1981-82 performed best in the two math subtests. Scores on all subtests for fifth grade are within or above the average range.
Spring, 1982 Comprehensive Tests of Basic Skills
VOCABULARY
READING COMPREHENSION
READING TOTAL
LANGUAGE MECHANICS
LANGUAGE EXPRESSION
LANGUAGE TOTAL
MATH COMPUTATION
MATH CONCEPTS & APPLICATIONS
MATH TOTAL
BATTERY TOTAL
SPELLING
REFERENCE SKILLS
SCIENCE
SOCIAL STUDIES
1982 %ile 56 57 56 55 55 55 66 60 64 57 51 54 56 56 N=5167

FIGURE 1. AVERAGE PERCENTILE SCORES

APS DISTRICT GRADE 5

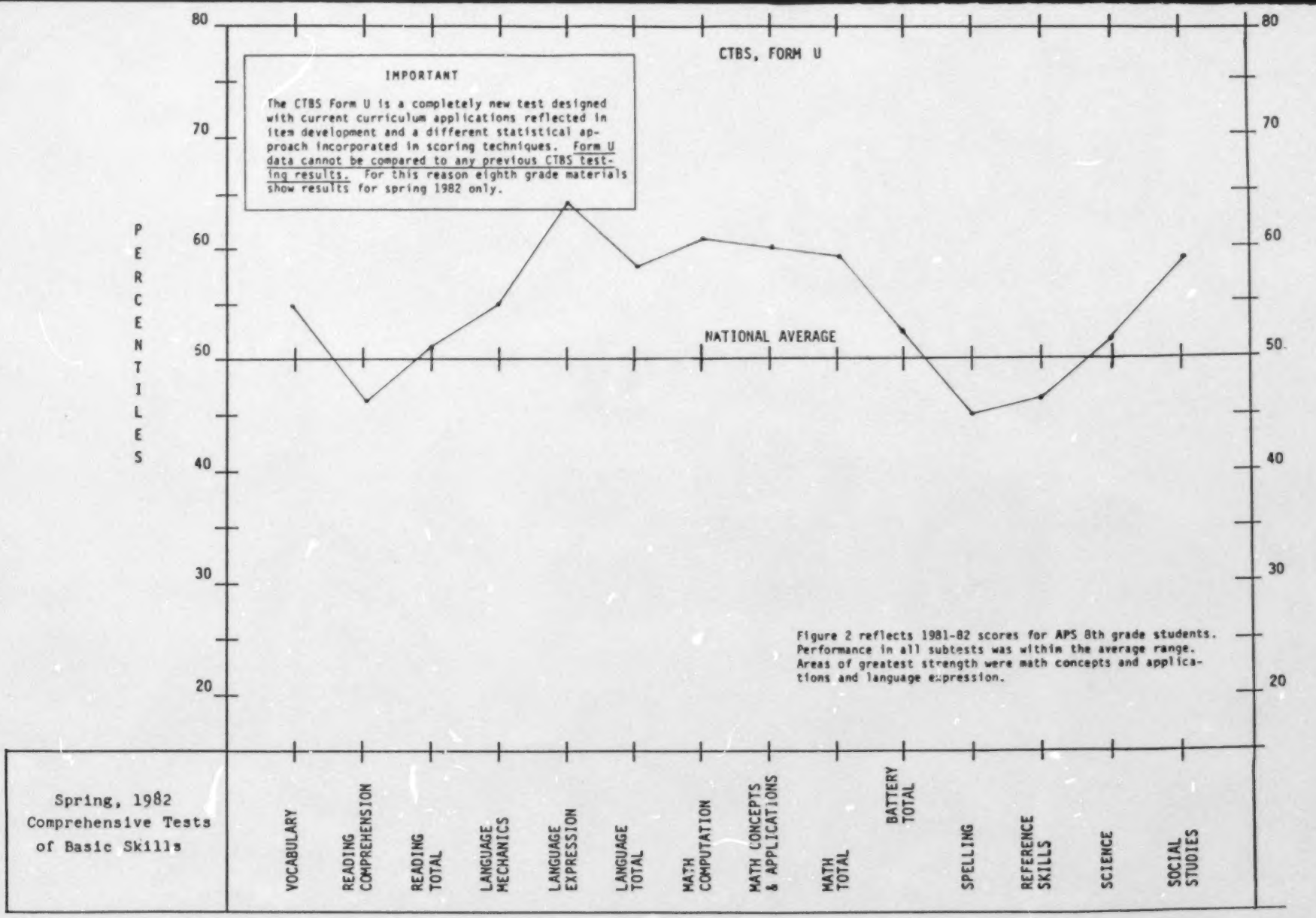
CTBS, FORM U
IMPORTANT
The CTBS Form U is a completely new test designed with current curriculum applications reflected in item development and a different statistical approach incorporated in scoring techniques. Form U data cannot be compared to any previous CTBS testing results. For this reason eighth grade materials show results for spring 1982 only.
PERCENTILES
80
70
60
50
40
30
20
NATIONAL AVERAGE
Figure 2 reflects 1981-82 scores for APS 8th grade students. Performance in all subtests was within the average range. Areas of greatest strength were math concepts and applications and language expression.
Spring, 1982 Comprehensive Tests of Basic Skills
VOCABULARY
READING COMPREHENSION
READING TOTAL
LANGUAGE MECHANICS
LANGUAGE EXPRESSION
LANGUAGE TOTAL
MATH COMPUTATION
MATH CONCEPTS & APPLICATIONS
MATH TOTAL
BATTERY TOTAL
SPELLING
REFERENCE SKILLS
SCIENCE
SOCIAL STUDIES
1982 %ile 55 47 51 55 64 58 61 60 59 53 45 47 52 59
N=5144

FIGURE 2. AVERAGE PERCENTILE SCORES

APS DISTRICT GRADE 8

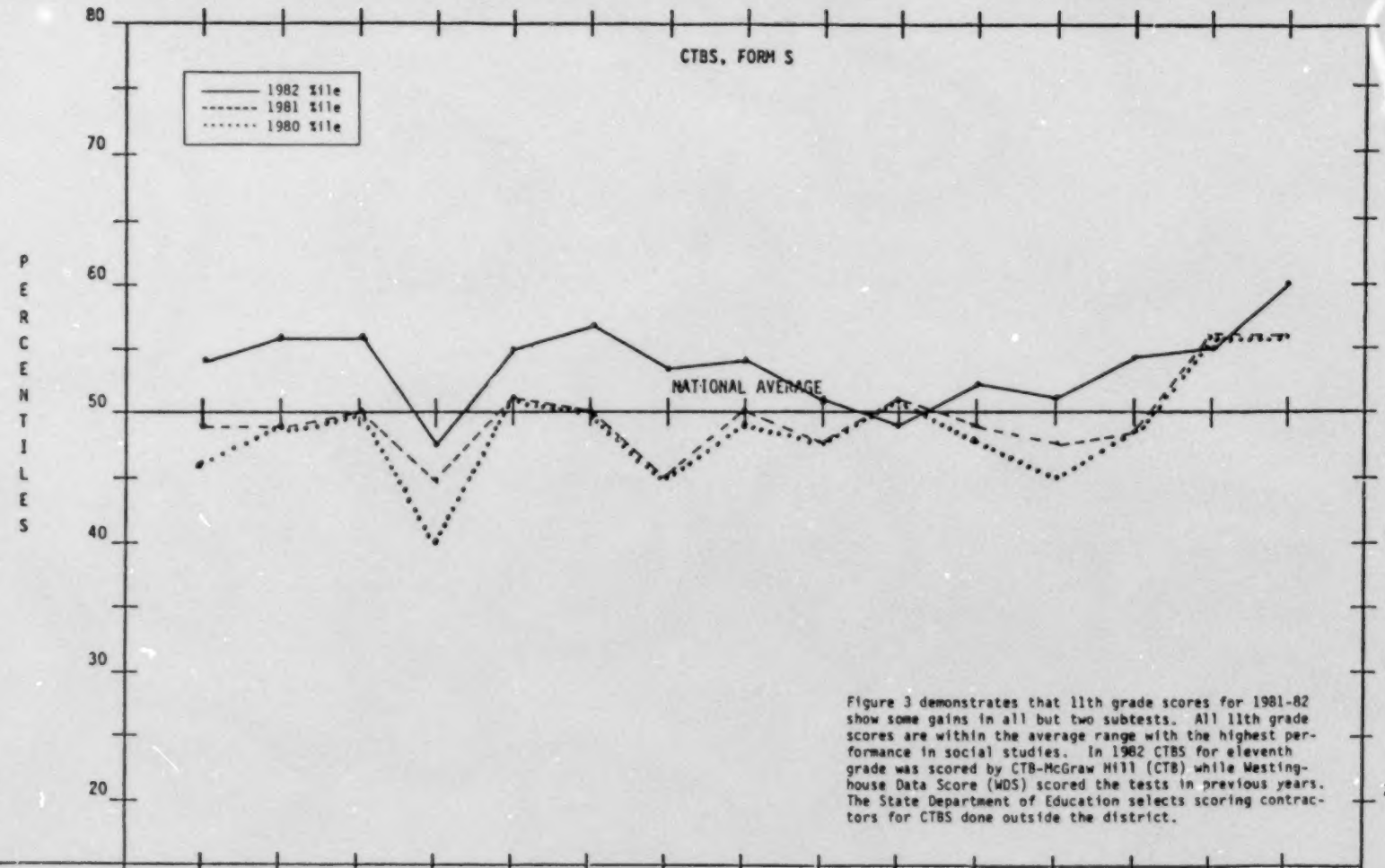

Figure 3 demonstrates that 11th grade scores for 1981-82 show some gains in all but two subtests. All 11th grade scores are within the average range with the highest performance in social studies. In 1982 CTBS for eleventh grade was scored by CTB-McGraw Hill (CTB) while Westinghouse Data Score (WDS) scored the tests in previous years. The State Department of Education selects scoring contractors for CTBS done outside the district.

Spring, 1982 Comprehensive Tests of Basic Skills		VOCABULARY	READING COMPREHSNSION	READING TOTAL	SPELLING	LANGUAGE MECHANICS	LANGUAGE EXPRESSION	LANGUAGE TOTAL	MATH COMPUTATION	MATH CONCEPTS	MATH APPLICATION	MATH TOTAL	BATTERY TOTAL	REFERENCE SKILLS	SCIENCE	SOCIAL STUDIES	
——1982 %ile	(CTB*)	54	56	56	47	55	57	53	54	51	49	52	51	54	55	60	N=4840
------1981 %ile	(WDS*)	49	49	50	45	51	50	45	50	47	51	49	47	48	56	56	N=5118
·····1980 %ile	(WDS*)	46	49	50	40	51	50	45	49	47	51	47	45	48	56	56	N=5335

FIGURE 3. AVERAGE PERCENTILE SCORES

APS DISTRICT GRADE 11

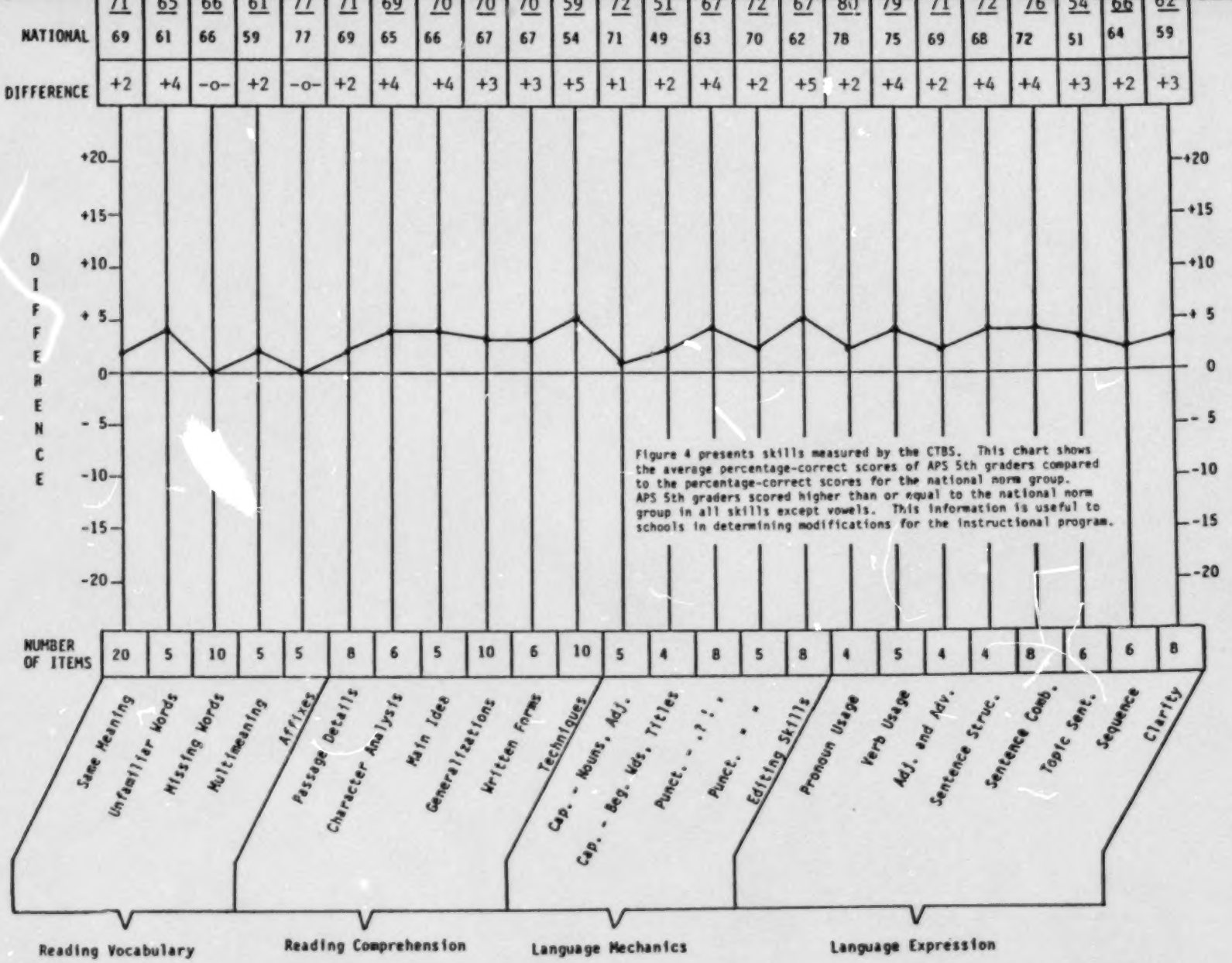
NATIONAL
DIFFERENCE
71 65 66 61 77 71 69 70 70 70 59 72 51 67 72 67 80 79 71 72 76 54 66 62
69 61 66 59 77 69 65 66 67 67 54 71 49 63 70 62 78 75 69 68 72 51 64 59
+2 +4 -o- +2 -o- +2 +4 +4 +3 +3 +5 +1 +2 +4 +2 +5 +2 +4 +2 +4 +4 +3 +2 +3
+20
+15
+10
+ 5
0
- 5
-10
-15
-20
DIFFERENCE
Figure 4 presents skills measured by the CTBS. This chart shows the average percentage-correct scores of APS 5th graders compared to the percentage-correct scores for the national norm group. APS 5th graders scored higher than or equal to the national norm group in all skills except vowels. This information is useful to schools in determining modifications for the instructional program.
NUMBER OF ITEMS
20 5 10 5 5 8 6 5 10 6 10 5 4 8 5 8 4 5 4 4 8 6 6 8
Same Meaning
Unfamiliar Words
Missing Words
Multimeaning
Affixes
Passage Details
Character Analysis
Main Idea
Generalizations
Written Forms
Techniques
Cap. - Nouns, Adj.
Cap. - Beg. Wds, Titles
Punct. - . ? : ,
Punct. " "
Editing Skills
Pronoun Usage
Verb Usage
Adj. and Adv.
Sentence Struc.
Sentence Comb.
Topic Sent.
Sequence
Clarity
Reading Vocabulary
Reading Comprehension
Language Mechanics
Language Expression

FIGURE 4.

CTBS SKILLS ANALYSIS
GRADE 5
SPRING, 1982

APS DISTRICT Grade 5

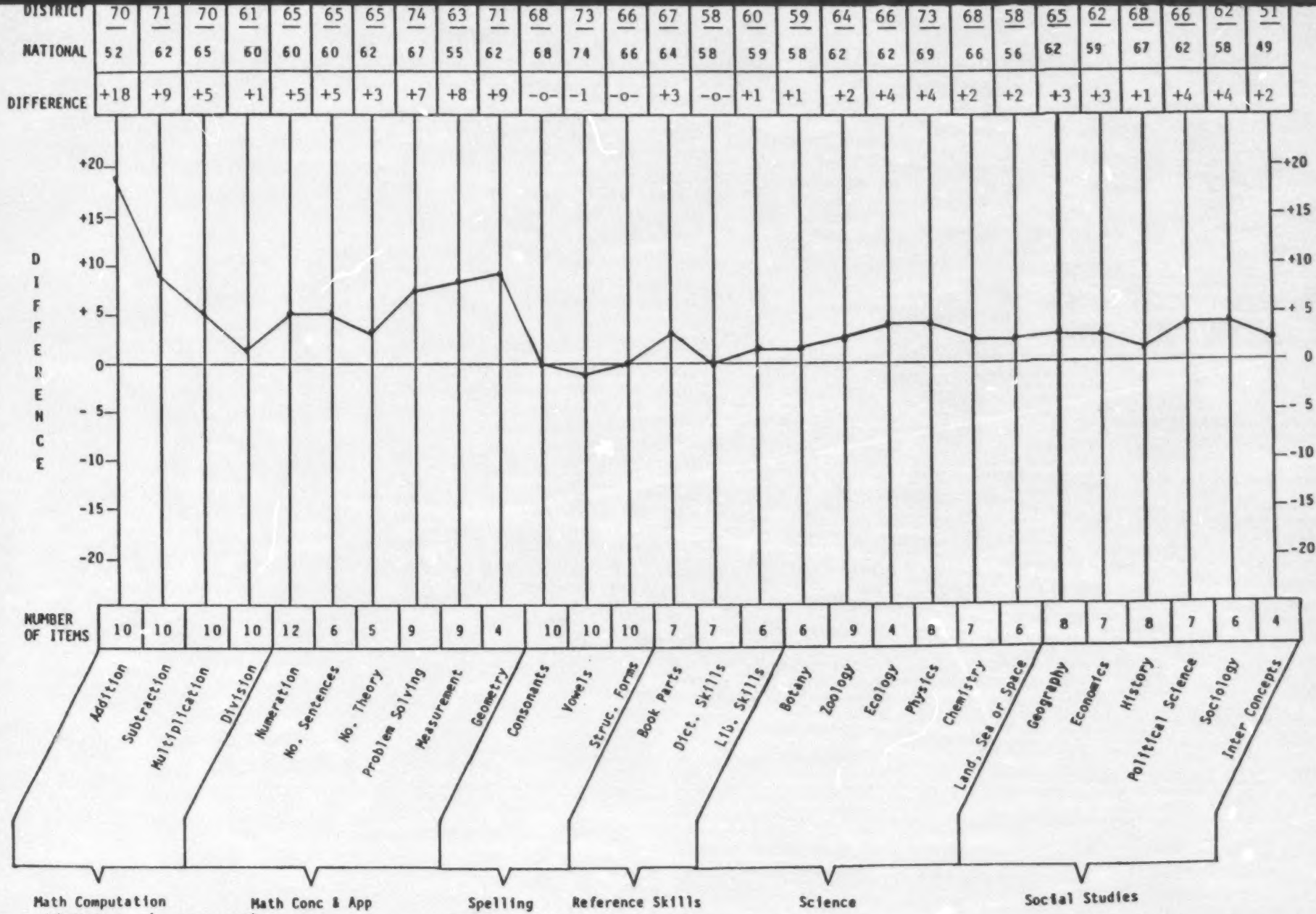

FIGURE 4. (continued)

CTBS SKILLS ANALYSIS
GRADE 5
SPRING, 1982

APS DISTRICT Grade 5

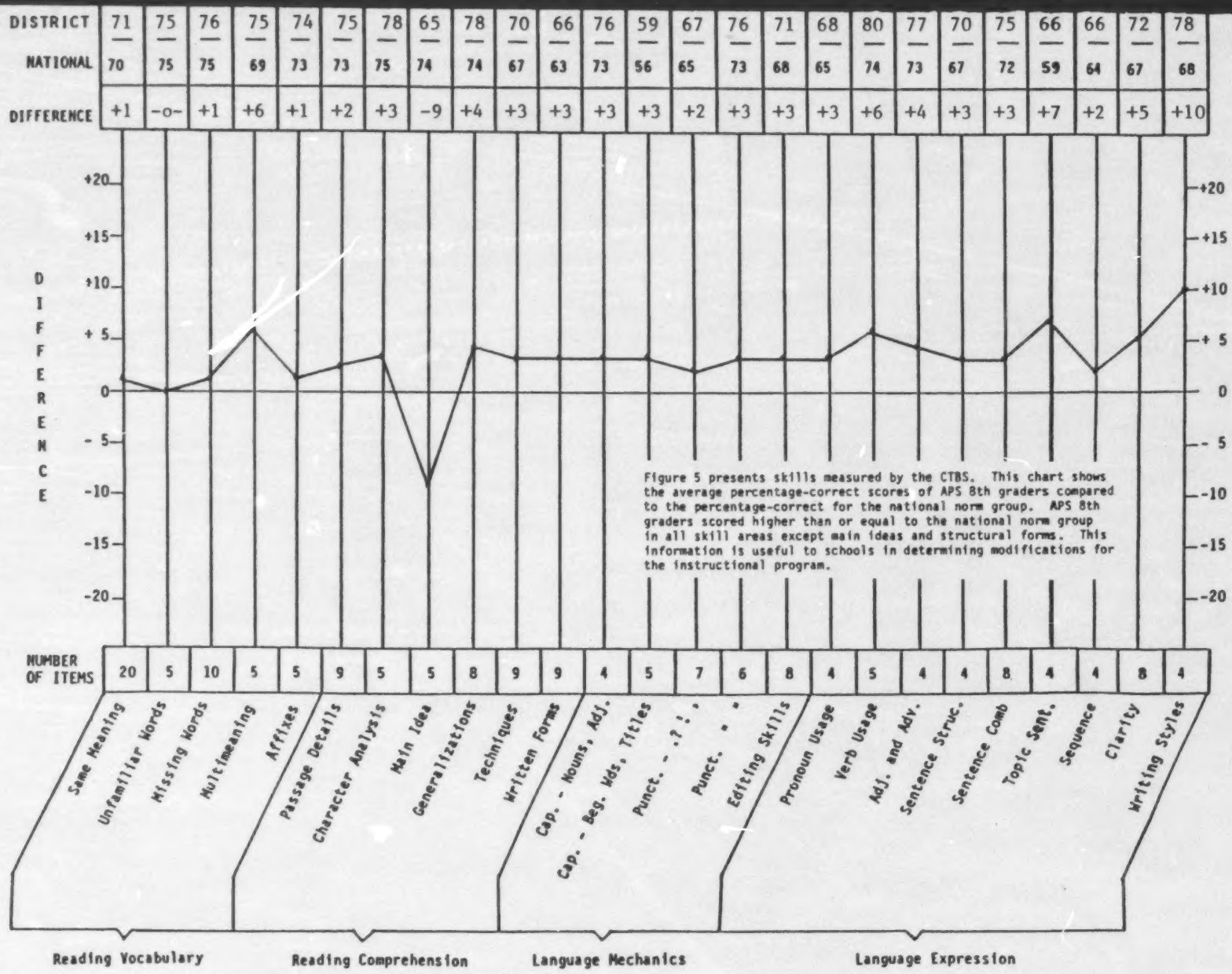
APS DISTRICT 71 75 76 75 74 75 78 65 78 70 66 76 59 67 76 71 68 80 77 70 75 66 66 72 78
NATIONAL 70 75 75 69 73 73 75 74 74 67 63 73 56 65 73 68 65 74 73 67 72 59 64 67 68
DIFFERENCE +1 -o- +1 +6 +1 +2 +3 -9 +4 +3 +3 +3 +3 +2 +3 +3 +3 +6 +4 +3 +3 +7 +2 +5 +10
DIFFERENCE
+20
+15
+10
+ 5
0
- 5
-10
-15
-20
NUMBER OF ITEMS 20 5 10 5 5 9 5 5 8 9 9 4 5 7 6 8 4 5 4 4 8 4 4 8 4
Same Meaning
Unfamiliar Words
Missing Words
Multimeaning
Affixes
Passage Details
Character Analysis
Main Idea
Generalizations
Techniques
Written Forms
Cap. - Nouns, Adj.
Cap. - Beg. Wds, Titles
Punct. - . ? ! ,
Punct. " "
Editing Skills
Pronoun Usage
Verb Usage
Adj. and Adv.
Sentence Struc.
Sentence Comb
Topic Sent.
Sequence
Clarity
Writing Styles
Reading Vocabulary
Reading Comprehension
Language Mechanics
Language Expression

Figure 5 presents skills measured by the CTBS. This chart shows the average percentage-correct scores of APS 8th graders compared to the percentage-correct for the national norm group. APS 8th graders scored higher than or equal to the national norm group in all skill areas except main ideas and structural forms. This information is useful to schools in determining modifications for the instructional program.

FIGURE 5.

CTBS SKILLS ANALYSIS
GRADE 8
SPRING, 1982

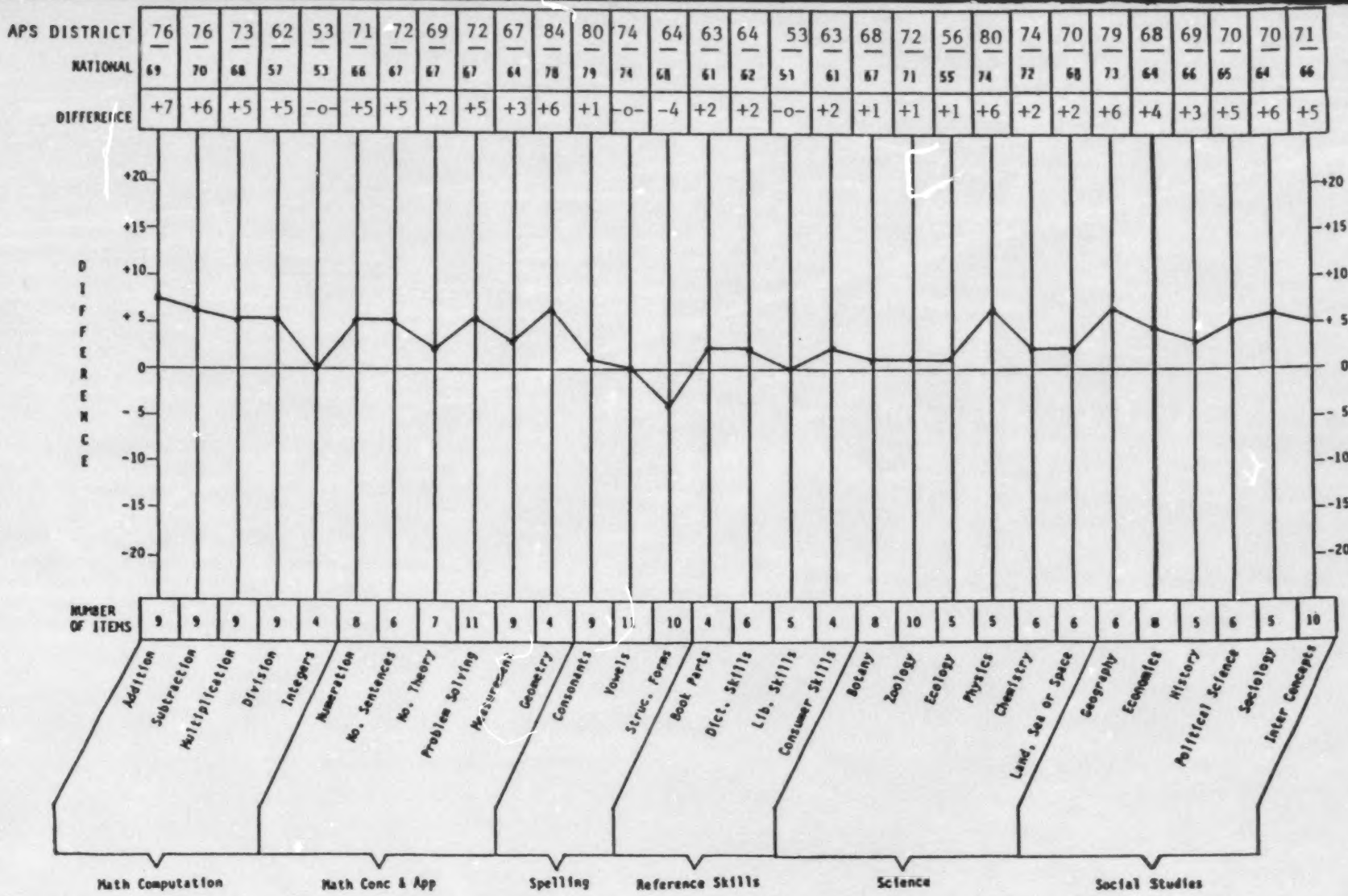

FIGURE 5. (continued)

APS DISTRICT Grade 8

CTBS SKILLS ANALYSIS
GRADE 8
SPRING, 1982

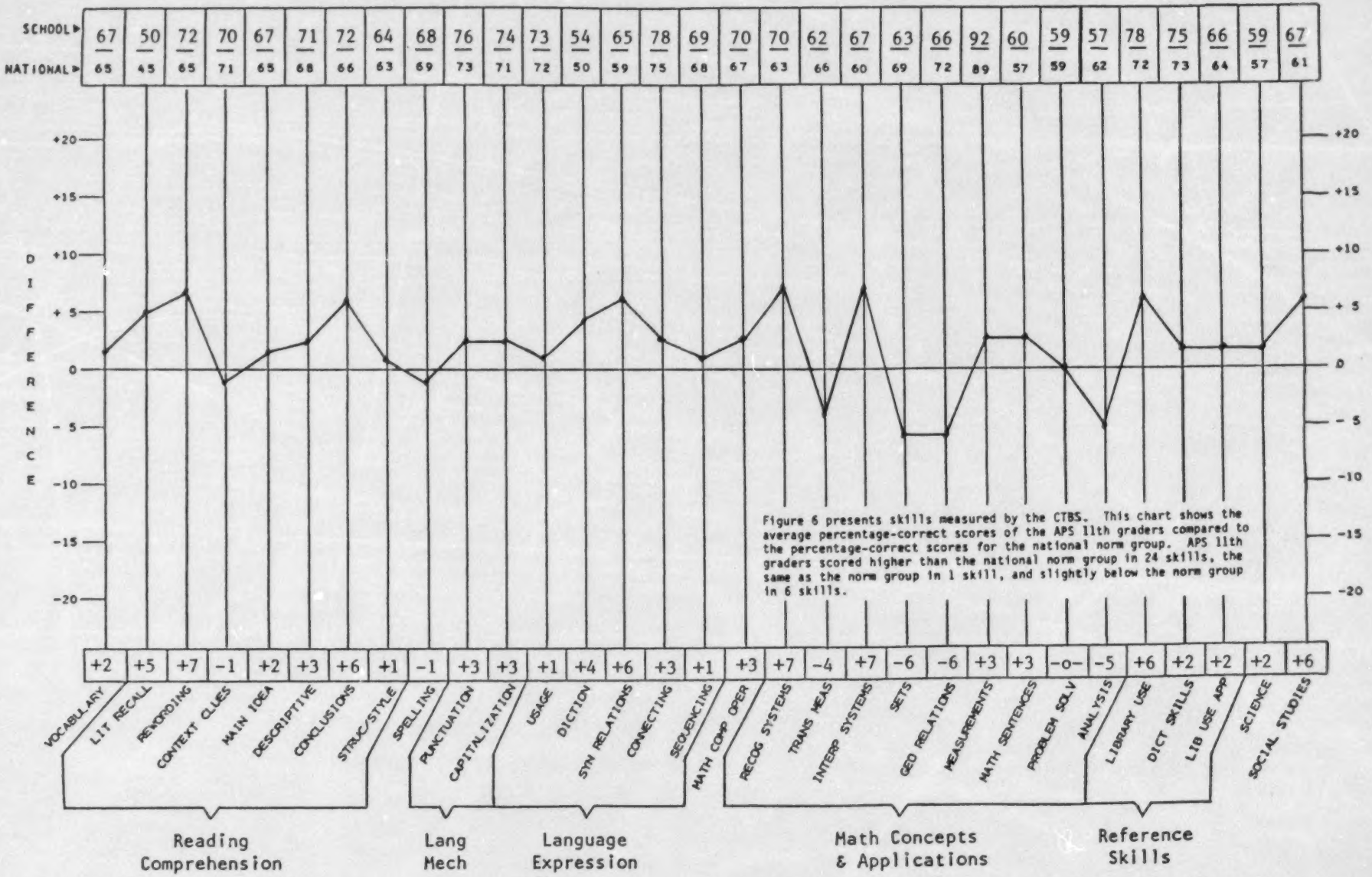
SCHOOL
NATIONAL
67 50 72 70 67 71 72 64 68 76 74 73 54 65 78 69 70 70 62 67 63 66 92 60 59 57 78 75 66 59 67
65 45 65 71 65 68 66 63 69 73 71 72 50 59 75 68 67 63 66 60 69 72 89 57 59 62 72 73 64 57 61
DIFFERENCE
+20
+15
+10
+5
0
-5
-10
-15
-20
+2 +5 +7 -1 +2 +3 +6 +1 -1 +3 +3 +1 +4 +6 +3 +1 +3 +7 -4 +7 -6 -6 +3 +3 -o- -5 +6 +2 +2 +2 +6
VOCABULARY
LIT RECALL
REWORDING
CONTEXT CLUES
MAIN IDEA
DESCRIPTIVE
CONCLUSIONS
STRUC/STYLE
SPELLING
PUNCTUATION
CAPITALIZATION
USAGE
DICTION
SYN RELATIONS
CONNECTING
SEQUENCING
MATH COMP OPER
RECOG SYSTEMS
TRANS MEAS
INTERP SYSTEMS
SETS
GEO RELATIONS
MEASUREMENTS
MATH SENTENCES
PROBLEM SOLV
ANALYSIS
LIBRARY USE
DICT SKILLS
LIB USE APP
SCIENCE
SOCIAL STUDIES
Reading Comprehension
Lang Mech
Language Expression
Math Concepts & Applications
Reference Skills
Figure 6 presents skills measured by the CTBS. This chart shows the average percentage-correct scores of the APS 11th graders compared to the percentage-correct scores for the national norm group. APS 11th graders scored higher than the national norm group in 24 skills, the same as the norm group in 1 skill, and slightly below the norm group in 6 skills.

FIGURE 6.

CTBS SKILLS ANALYSIS
GRADE 11
SPRING, 1980

APS DISTRICT GRADE 11

CTBS FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1982

APS FIFTH GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	REF SKILLS	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1762	1528	1592	1619	1313	1585	2843	1611	2191	1613	1296	1460	1500	1286
	34%	30%	31%	31%	25%	31%	48%	31%	43%	32%	25%	29%	30%	26%
75TH PERCENTILE														
51 ST THROUGH 75 TH PERCENTILE ▶	1276	1522	1413	1420	1574	1240	1099	1775	1287	1329	1457	1351	1538	1627
	25%	29%	28%	28%	31%	24%	21%	35%	25%	26%	28%	26%	30%	32%
50TH PERCENTILE														
26 TH THROUGH 50 TH PERCENTILE ▶	1116	1245	1263	1168	1306	1370	966	948	982	1266	1057	1273	1025	1181
	21%	24%	24%	23%	25%	27%	19%	18%	19%	25%	21%	25%	20%	23%
25TH PERCENTILE														
1 ST THROUGH 25 TH PERCENTILE ▶	1013	871	888	951	961	943	610	805	665	854	1354	1046	983	943
	20%	17%	17%	18%	19%	18%	12%	16%	13%	17%	26%	20%	20%	19%

N= 5167

The above information can be used in two ways:

1. To determine how many students fall into the high, above average, below average, and low achievement percentile range groups.
2. To determine what percentage of the students fall into each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students falling in each percentile group in the national norming is always 25%. To the extent that your school percentages are above or below 25% in each category reflects whether you have a greater or lesser percentage of students in that group than the national distribution.

APS DISTRICT Grade 5

TABLE 1

CTBS PERCENTILE RANGE ANALYSIS

CTBS FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1982

APS EIGHTH GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	REF SKILLS	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1544	1305	1405	1645	1743	1635	1713	1697	1726	1516	1318	1314	1330	1507
	30%	25%	28%	32%	39%	32%	33%	33%	34%	30%	26%	26%	26%	30%
75TH PERCENTILE														
51 ST THROUGH 75 TH PERCENTILE ▶	1288	1556	1403	1214	1543	1335	1251	1470	1279	1323	1118	1248	1302	1399
	25%	30%	27%	24%	28%	26%	25%	29%	25%	26%	22%	25%	25%	27%
50TH PERCENTILE														
26 TH THROUGH 50 TH PERCENTILE ▶	1158	1163	1300	1356	995	1294	1194	950	1234	1280	1391	1683	1590	1514
	23%	23%	25%	26%	18%	26%	23%	19%	24%	26%	27%	33%	31%	30%
25TH PERCENTILE														
1 ST THROUGH 25 TH PERCENTILE ▶	1154	1119	1028	931	847	831	972	1004	873	917	1317	840	894	685
	22%	22%	20%	18%	15%	16%	19%	20%	17%	18%	25%	17%	18%	13%

N= 5144

The above information can be used in two ways:

1. To determine how many students fall into the high, above average, below average, and low achievement percentile range groups.
2. To determine what percentage of the students fall into each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students falling in each percentile group in the national norming is always 25%. To the extent that your school percentages are above or below 25% in each category reflects whether you have a greater or lesser percentage of students in that group than the national distribution.

TABLE 2

CTBS PERCENTILE RANGE ANALYSIS

APS DISTRICT Grade 8

CTBS FORM S

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1982

APS ELEVENTH GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS														
	READ VOCAB	READ COMP	READ TOTAL	SPELL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC	MATH APPL	MATH TOTAL	BATT TOTAL	REF SKILLS	SCIENCE	SOCIAL STU
76TH THROUGH 99TH PERCENTILE ►	1124	1201	1267	1143	1210	1334	1194	1222	1141	1018	1091	1091	1120	1154	1222
	24%	25%	27%	24%	26%	28%	25%	26%	24%	22%	24%	24%	24%	25%	26%
73TH PERCENTILE															
51ST THROUGH 75TH PERCENTILE ►	1360	1339	1260	1133	1647	1164	1261	1115	1221	1271	1123	1104	1346	1524	1607
	29%	28%	27%	24%	35%	25%	27%	24%	26%	27%	24%	24%	29%	32%	35%
50TH PERCENTILE															
26TH THROUGH 50TH PERCENTILE ►	1188	1383	1278	1188	842	1176	1130	1594	1291	1245	1473	1365	1320	1026	1183
	25%	29%	27%	25%	18%	25%	24%	34%	28%	27%	32%	30%	28%	22%	25%
25TH PERCENTILE															
1ST THROUGH 25TH PERCENTILE ►	1071	823	934	1292	1032	1052	1127	785	1036	1142	957	1005	919	987	645
	23%	17%	20%	27%	22%	22%	24%	17%	22%	24%	21%	22%	19%	21%	14%

N = 4756

The above information can be used in two ways:

1. To determine how many students fall into the high, above average, below average, and low achievement percentile range groups.
2. To determine what percentage of the students fall into each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students falling in each percentile group in the national norming is always 25%. To the extent that your school percentages are above or below 25% in each category reflects whether you have a greater or lesser percentage of students in that group than the national distribution.

TABLE 3

CTBS PERCENTILE RANGE ANALYSIS

PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE SCORE RANGES BY SCHOOL ON C.T.B.S.
1981 - 1982

TABLE 4

ELEMENTARY SCHOOLS	N	READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			**STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
		†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
A. Montoya	65	22	52	26	18	59	23	17	49	34	23	46	31	20	63	17	31	43	26	26	51	23	94.4	44.2
Acoma	81	1	35	63	2	25	73	1	25	74	5	28	67	6	49	45	8	44	48	5	38	57	95.5	39.7
Adobe Acres	70	21	63	16	28	63	9	15	54	31	43	50	7	30	49	21	26	59	15	19	69	12	93.0	29.7
Alameda	86	14	57	29	13	54	33	7	42	51	22	52	26	21	55	24	14	57	29	8	66	26	95.0	38.1
Alamosa	76	24	68	8	26	57	17	14	60	26	38	40	22	28	54	18	32	57	11	33	60	7	95.0	39.4
Alvarado	78	6	53	41	0	49	51	3	48	49	14	50	36	5	66	29	4	56	40	3	68	29	95.0	27.1
Apache	77	9	64	27	8	61	31	0	55	45	17	62	21	12	70	18	11	65	24	8	68	24	95.0	38.0
Armijo	71	27	62	11	40	41	19	26	46	28	46	41	13	32	53	15	29	59	12	29	55	16	94.6	46.3
Arroyo del Oso	171	18	53	29	19	56	25	10	48	42	29	51	20	24	57	19	19	60	21	22	59	19	95.8	30.2
Atrisco	44	45	50	5	50	41	9	34	48	18	43	43	14	30	59	11	29	59	12	29	55	16	92.8	27.2
Bandelier	66	0	29	71	0	33	67	0	10	90	5	46	49	2	37	61	0	32	68	2	39	59	94.9	31.9
Barcelona	36	0	58	42	0	71	29	0	19	81	6	37	57	8	53	39	0	42	58	0	61	39	93.8	43.1
Bel-Air	53	13	62	25	13	64	23	8	57	35	30	57	13	15	55	30	17	56	27	29	46	25	94.0	43.5
Bellehaven	41	15	48	37	7	61	32	0	54	46	17	63	20	22	41	37	10	56	34	17	54	29	94.5	32.6
Carlos Rey	137	30	63	7	24	64	12	24	58	18	33	50	17	21	67	12	30	60	10	36	60	4	95.2	43.0
Chaparral	93	27	58	15	27	51	15	32	40	28	38	46	16	24	58	18	23	55	22	27	56	17	94.3	29.3
Chelwood	109	13	46	41	11	54	35	12	41	47	23	48	29	14	48	38	12	39	49	18	48	34	94.5	37.1
Cochiti	58	35	56	9	33	53	14	27	50	23	41	49	10	34	57	9	28	56	16	33	62	5	94.1	32.4
Collet Park	94	13	52	35	10	65	25	4	52	44	32	52	16	30	55	15	14	66	20	15	66	19	94.9	31.0
Comanche	60	2	56	42	7	61	32	10	43	47	13	52	33	8	53	39	14	44	42	12	61	27	96.0	33.9
. Corrales	73	8	43	49	14	50	36	17	30	53	26	45	29	22	50	28	13	41	46	10	48	42	94.1	20.4
Cortez	24	0	79	21	13	62	25	4	71	25	17	54	29	17	62	21	17	54	29	8	75	17	95.0	33.8
Dennis Chavez	131	2	56	42	3	43	54	2	34	64	14	51	35	4	40	56	6	50	44	5	55	40	95.8	30.1
Dolores Gonzales	63	48	42	10	44	48	8	41	49	10	44	48	8	45	44	11	41	47	12	52	40	8	93.8	59.5
Duranes	47	35	52	13	39	48	13	17	70	13	36	43	21	37	46	17	30	55	15	35	61	4	93.8	32.7

*STUDENT ATTENDANCE RATE refers to the percentage of students in attendance on an average school day. Data provided by Organizational Analysis and Research, spring 1981.

**STUDENT MOBILITY RATE refers to the percentage of students entering and/or leaving the school during the school year. Data provided by Organizational Analysis and Research, spring 1981. The average APS mobility rate was 37% for the school year. BA = Below Average, A = Average and AA = Above Average.

PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
SCORE RANGES BY SCHOOL ON C.T.B.S.
1981 - 1982

TABLE 4 (continued)

ELEMENTARY SCHOOLS	N	READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			**STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
		†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
East San Jose	61	42	53	5	54	39	7	41	44	15	60	35	5	49	49	2	46	51	3	43	55	2	94.6	32.5
Emerson	117	55	38	7	65	31	4	37	54	9	67	29	4	61	35	4	63	33	4	55	41	4	93.1	91.7
Eubank	62	18	58	24	13	53	34	15	54	31	27	52	21	11	50	39	21	55	24	16	65	19	94.5	48.5
Eugene Field	33	48	52	0	56	44	0	47	37	16	41	59	0	56	44	0	63	37	0	53	47	0	93.6	90.9
Governor Bent	68	10	53	37	18	57	25	12	47	41	21	63	16	18	52	30	15	57	28	15	57	28	95.9	60.9
Griegos	53	8	64	28	8	62	30	4	56	40	19	55	26	15	60	25	21	51	28	13	64	23	94.4	46.7
Hawthorne	41	15	63	22	15	75	10	18	54	28	15	52	33	21	61	18	23	64	13	21	69	10	95.1	84.0
Hodgin	124	18	60	22	30	50	20	15	58	27	31	53	16	29	53	18	22	51	27	22	59	19	93.8	62.7
Hubert Humphrey	144	3	45	52	6	52	42	1	37	72	9	42	49	8	49	43	3	53	44	2	53	45	95.8	21.5
Inez	35	11	66	23	26	54	20	17	49	34	34	52	14	14	60	26	20	66	14	23	51	26	95.2	37.0
John Baker	140	9	41	50	10	43	47	4	32	64	18	47	35	13	46	41	9	40	51	7	53	40	95.6	20.2
Kirtland	79	16	54	30	16	47	37	8	39	53	23	45	32	18	50	32	15	48	37	13	54	33	95.2	61.9
Kit Carson	60	48	45	7	37	50	13	36	35	29	40	40	20	41	45	14	38	53	9	40	48	12	93.8	38.7
La Luz	46	31	58	11	24	49	27	15	61	24	24	58	18	29	64	7	28	59	13	28	63	9	93.8	67.3
La Mesa	40	15	72	13	18	52	30	15	39	46	30	65	5	15	70	15	31	64	5	22	73	5	92.8	94.8
Larrazolo	32	53	41	6	58	36	6	60	37	3	50	44	6	45	49	6	61	33	6	58	39	3	94.2	42.8
Lavaland	93	22	68	10	26	62	12	18	58	24	35	52	13	35	54	11	20	69	11	14	72	14	93.5	55.7
Longfellow	22	68	23	9	52	34	14	64	27	9	48	47	5	52	43	5	45	40	15	65	25	10	93.0	35.4
Los Padillas	51	29	57	14	29	49	22	16	35	49	43	41	16	22	58	20	22	72	6	22	68	10	95.1	39.9
Lowell	58	53	38	9	50	41	9	35	49	16	52	39	9	47	39	14	62	26	12	50	38	12	93.9	49.2
MacArthur	32	16	46	38	10	51	39	9	38	53	19	56	25	13	62	25	13	68	19	19	62	19	94.5	28.4
Marie Hughes	72	11	55	34	14	58	28	6	51	43	14	59	27	15	53	32	13	54	33	11	61	28	95.1	37.9
Mark Twain	47	0	50	50	2	69	29	0	28	72	15	62	23	2	60	38	0	49	51	2	47	51	94.9	25.3
Matheson Park	69	10	45	45	6	40	54	3	55	42	14	48	38	12	45	43	4	53	43	6	65	29	94.9	42.6
McCollum	67	10	60	30	18	54	28	10	51	39	24	49	27	18	58	24	18	61	21	10	68	22	95.4	39.2

*STUDENT ATTENDANCE RATE refers to the percentage of students in attendance on an average school day. Data provided by Organizational Analysis and Research, spring 1981.

**STUDENT MOBILITY RATE refers to the percentage of students entering and/or leaving the school during the school year. Data provided by Organizational Analysis and Research, spring 1981. The average APS mobility rate was 37% for the school year. BA = Below Average, A = Average and AA = Above Average.

PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
SCORE RANGES BY SCHOOL ON C.T.B.S.
1981 - 1982

TABLE 4 (continued)

ELEMENTARY SCHOOLS	*	READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			**STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
		†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
Mission Avenue	50	12	70	18	20	68	12	14	54	32	20	62	18	26	56	18	16	70	14	10	74	16	94.1	42.7
Mitchell	81	0	52	48	8	40	52	6	36	59	16	54	30	8	54	38	4	50	46	4	52	44	96.0	23.6
Monte Vista	56	7	36	57	7	50	43	9	30	61	16	46	38	7	36	57	9	37	54	4	42	54	95.3	35.7
Montezuma	51	15	36	49	12	48	40	12	46	42	36	36	28	22	43	35	11	51	38	17	51	32	95.1	27.9
Montgomery	47	4	47	49	2	57	41	4	30	66	13	64	23	9	46	45	4	41	55	4	47	49	95.7	20.7
Mountain View	39	41	56	3	51	46	3	8	48	44	51	39	10	46	49	5	54	38	8	36	59	5	94.8	40.0
Navajo	72	11	65	24	13	56	31	0	51	49	37	46	17	12	60	28	NA	NA	NA	NA	NA	NA	95.7	41.8
Old Town	74	32	57	11	36	53	11	35	47	18	46	43	11	36	46	18	41	43	16	41	50	9	90.7	66.2
Onate	102	5	53	42	3	48	49	3	31	66	16	51	33	10	42	48	13	35	52	6	51	43	95.1	32.5
Osuna	109	5	32	63	4	32	64	6	34	60	8	42	50	9	34	57	4	41	55	8	44	48	95.7	24.7
Pajarito	76	24	49	27	28	51	21	27	46	27	34	50	16	34	42	24	25	57	18	30	58	12	93.8	35.2
Puesta del Sol	80	18	44	38	18	47	35	8	51	41	26	49	25	25	45	30	15	49	36	18	56	26	NA	NA
Ranchos	57	16	52	32	30	44	26	9	49	42	33	42	25	18	56	26	21	53	26	23	54	33	94.5	42.8
Rio Ranchos	65	6	49	45	8	27	65	5	32	63	11	54	35	10	21	69	11	12	77	3	31	66	94.9	34.0
San Antonito	29	7	48	45	7	52	41	7	41	52	34	45	21	17	59	24	7	48	45	7	55	38	94.1	29.6
Sandia Base	75	13	47	40	12	43	45	10	37	53	12	50	38	11	45	44	21	42	37	14	61	25	96.1	31.7
Sierra Vista	69	16	48	36	16	58	26	7	60	33	38	39	23	25	45	30	12	64	24	18	61	21	94.9	50.2
Sombra del Monte	100	7	49	44	4	49	47	6	37	57	12	54	34	8	57	35	5	57	38	6	55	39	95.3	36.5
S.Y.Jackson	77	0	38	62	1	37	62	0	14	86	4	57	39	0	39	61	1	44	55	1	52	47	96.3	19.7
Tomasita	70	14	69	17	16	70	14	11	62	27	27	60	13	21	63	16	20	64	16	20	63	17	94.1	39.8
Valle Vista	61	36	51	13	27	61	12	15	70	15	38	49	13	33	52	15	38	50	12	26	65	9	93.1	63.4
Wherry	60	17	55	28	7	55	38	7	26	67	12	45	43	11	61	28	17	56	27	8	73	19	94.7	63.3
Whittier	45	11	53	36	16	60	24	20	44	36	27	57	16	29	47	24	20	51	29	31	47	22	94.3	45.3
Zia	37	3	56	41	0	60	40	3	50	47	8	64	28	8	59	33	6	61	33	6	66	28	94.7	39.9
Zuni	62	13	43	44	11	48	41	2	47	51	21	49	30	20	50	30	16	50	34	20	55	25	94.8	27.9

*STUDENT ATTENDANCE RATE refers to the percentage of students in attendance on an average school day. Data provided by Organizational Analysis and Research, spring 1981.

**STUDENT MOBILITY RATE refers to the percentage of students entering and/or leaving the school during the school year. Data provided by Organizational Analysis and Research, spring 1981. The average APS mobility rate was 37% for the school year. BA = Below Average, A = Average and AA = Above Average.

PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE SCORE RANGES BY SCHOOL ON C.T.B.S.
1981 - 1982

TABLE 5

MIDDLE SCHOOLS	N	READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			**STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
		†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
Adams	328	21	58	21	18	53	29	17	62	21	20	59	21	17	56	27	23	64	13	20	62	18	93.2	32.1
Cleveland	339	6	59	35	6	46	48	12	42	46	14	53	33	6	47	47	11	56	33	8	56	36	94.8	21.4
Eisenhower	380	5	44	51	4	45	51	4	40	56	8	49	43	5	39	56	4	53	43	4	52	44	94.2	21.9
Ernie Pyle	175	38	56	6	27	61	9	31	60	9	47	46	7	32	57	11	27	64	9	16	70	14	91.4	28.6
Garfield	219	32	54	14	21	58	21	24	55	21	31	49	20	21	57	22	27	57	16	15	70	15	91.4	26.7
Grant	218	7	62	31	6	57	37	4	37	59	21	54	25	8	54	38	5	65	30	4	61	35	93.8	28.4
Harrison	142	46	46	8	28	51	21	17	61	22	46	43	11	28	54	18	31	53	16	28	57	15	91.0	37.8
Hayes	158	20	58	22	16	52	32	12	58	30	26	51	23	14	50	36	21	58	21	10	62	28	92.3	46.3
Hoover	289	5	52	43	3	45	52	3	46	51	9	49	42	3	43	54	4	55	41	4	55	41	94.8	20.7
Jackson	205	11	58	31	9	58	33	9	52	39	18	52	30	12	53	35	9	55	36	7	66	27	93.8	29.9
Jefferson	187	19	41	40	20	45	35	15	50	35	33	41	26	16	44	40	14	50	36	11	46	43	92.4	33.5
Kennedy	238	12	59	29	11	52	37	14	58	28	18	53	29	12	53	35	10	67	23	5	63	32	92.8	32.5
Madison	323	8	48	44	6	46	49	5	39	56	12	50	38	8	47	45	8	50	42	4	51	45	94.2	21.1
McKinley	241	18	57	25	18	58	24	17	51	32	26	51	23	15	51	34	19	60	21	12	56	32	93.0	40.5
Polk	218	45	47	8	30	59	11	32	57	11	47	44	9	32	55	13	27	61	12	18	69	13	90.2	26.5
Roosevelt	94	22	51	27	21	54	25	20	48	32	31	43	26	19	51	30	18	66	16	11	62	27	93.6	39.7
Taft	210	22	53	25	19	56	25	21	46	33	36	45	19	20	52	28	16	61	23	8	64	28	94.1	24.2
Taylor	448	22	50	28	19	49	32	20	52	28	26	49	25	19	53	28	25	52	23	13	56	31	92.6	27.8
Truman	215	34	58	8	27	61	12	38	52	10	39	48	13	28	53	19	25	62	13	17	68	15	91.6	31.0
Van Buren	171	22	54	24	16	53	31	20	55	25	25	47	28	22	47	31	20	55	25	15	53	32	91.0	54.3
Washington	158	58	39	3	53	43	4	59	37	4	58	34	8	50	43	7	54	43	3	37	55	8	91.2	52.4
Wilson	202	17	53	30	20	49	31	15	38	47	26	48	26	15	43	42	15	45	40	10	51	39	92.6	43.1

*STUDENT ATTENDANCE RATE refers to the percentage of students in attendance on an average school day. Data provided by Organizational Analysis and Research, spring 1981.

**STUDENT MOBILITY RATE refers to the percentage of students entering and/or leaving the school during the school year. Data provided by Organizational Analysis and Research, spring 1981. The average APS mobility rate was 37% for the school year. BA = Below Average, A = Average and AA = Above Average.

PERCENTAGE OF STUDENTS IN THE †BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE SCORE RANGES BY SCHOOL ON C.T.B.S.
1981 - 1982

TABLE 6

HIGH SCHOOLS	N	READING			LANGUAGE			MATH			SPELLING			REFERENCE SKILLS			SCIENCE			SOCIAL STUDIES			**STUDENT ATTENDANCE RATE IN PERCENT	**STUDENT MOBILITY RATE IN PERCENT
		†BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA		
Albuquerque	242	41	44	15	40	59	11	40	48	12	39	49	12	35	52	13	41	46	14	24	61	15	89.0	52.8
Cibola	412	15	58	27	20	53	27	15	61	24	28	49	23	19	57	24	19	60	21	16	59	25	91.8	31.0
Del Norte	510	14	52	34	18	50	32	14	56	30	21	47	32	17	55	28	16	56	28	10	61	29	94.0	37.1
Eldorado	708	10	55	35	16	51	33	13	53	34	21	51	28	12	56	32	14	51	35	11	57	32	95.0	26.7
Freedom High	50	35	40	25	39	53	8	43	53	4	31	65	4	30	58	12	40	48	12	36	56	8	NA	NA
Highland	502	15	50	35	18	49	33	17	60	23	22	47	31	14	52	34	17	50	33	10	55	35	93.4	47.0
Manzano	549	10	62	28	15	56	29	14	62	24	18	53	29	10	66	24	12	61	27	8	63	29	95.8	32.6
Rio Grande	498	37	53	10	42	49	9	41	50	9	44	44	12	30	60	10	34	57	9	23	64	13	88.8	33.7
Sandia	579	10	51	39	12	55	33	8	53	39	17	52	31	12	57	31	11	52	37	8	53	39	93.7	25.8
Valley	370	30	54	16	37	45	18	30	57	13	37	46	17	27	56	17	32	56	12	21	62	17	91.2	37.7
West Mesa	359	40	50	10	45	44	11	39	53	8	42	45	13	41	51	8	38	52	10	18	69	13	87.7	33.7

*STUDENT ATTENDANCE RATE refers to the percentage of students in attendance on an average school day. Data provided by Organizational Analysis and Research, spring 1981.

†STUDENT MOBILITY RATE refers to the percentage of students entering and/or leaving the school during the school year. Data provided by Organizational Analysis and Research, spring 1981. The average APS mobility rate was 37% for the school year. BA = Below Average, A = Average and AA = Above Average.